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ABSTRACT

In 1989, a survey was conducted of two-year postsecondary institutions to gather information designed to identify and define articulation activities, evaluate these articulation efforts, and identify model programs. The survey was mailed to 675 institutions, generating 205 usable responses for a response rate of 30%. Major findings of the survey included the following: (1) 90% of the responding institutions had a student enrollment of 5,000 or more, with 92% of those surveyed involved in some type of articulation activity; (2) advanced placement agreements were in place at 82% of the institutions; (3) tech-prep programs (i.e., pre-technical programs that provide a broad basic background in technology) 32% of the respondents; (4) 37% of respondents reported articulation activity in 2+2 programs in which the first 2 years are taught at the secondary school level; (5) 90% of the respondents reported activity in programs to help students progress from the two-year postsecondary level to the four-year postsecondary level; (6) 96% of the respondents undertaking articulation activities did so to improve student and program outcomes, while faculty cooperation (63%), cost reduction (42%), and complying with state regulatory requirements (27%) were other reasons given; (7) responding institutions had articulation agreements in the technologies of: business and office (86%); engineering (59%); industrial (58%); health (58%); scientific (24%); and/or public service (26%); and (8) while 90% of institutions indicated that they had formal written articulation agreements, less than half of the respondents (42%) were meeting the goals of their agreements, while 48% were only partially successful. The survey instrument is attached. (JMC)

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National Council for Occupational Education

Volume XII Number 1

Monograph Series

Occupational Program Articulation

JC 900 381

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Occupational Program Articulation

A Report of a Study
prepared by the
Task Force on Occupational Program Articulation
for the
National Council for Occupational Education

May 24, 1989

The NCOE is an affiliated council of the
American Association of Community and Junior Colleges

THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION

The National Council For Occupational Education (NCOE) is a private non-profit professional organization affiliated with the American Association of Community and Junior Colleges. Through efforts of its members, publications, and various program activities, NCOE represents faculty members, business, industry and economic development coordinators, department heads, deans, administrators and members of business, industry, the military, labor and government communities concerned with national issues, trends, and legislation relating to post-secondary occupational education.

INTRODUCTION

Each year the American Association of Community and Junior Colleges (AACJC) examines public policies and issues impacting two-year post-secondary institutions and establishes goals and priorities to guide its efforts and those of its affiliated councils. One of ten goals established for 1986 was to encourage the improvement of the high school/community college connection. This goal was subsequently modified and listed as the association's number one priority for 1988. The modified policy statement was published in the 1988 AACJC Public Policy Agenda as follows:

Strengthen the high school/community college connection and curricular articulation among higher education institutions.

Strategies for accomplishing the above goal included the following:

- Expanding coordination of programs and ease of student transfer from high school to community college and from community college to the four-year college/university.
- Developing the tech-prep/associate degree program to work alongside the time-honored college prep/baccalaureate degree program.
- Working with four-year colleges and universities to recognize associate degrees for admission to junior standing without loss of credit.

OCCUPATIONAL PROGRAM ARTICULATION TASK FORCE

The Board of Directors of the National Council for Occupational Education (NCOE), an affiliate of AACJC, responded by asking a sub-committee of the Human and Economic Resources Development Committee to identify the appropriate leadership role of the Council in the area of occupational program articulation, and to determine the need for a clearinghouse or informational network for dissemination of information and exchange of data about articulation. A Task Force on Occupational Program Articulation was formed in 1988 and was formally known as the NCOE 2+2 Articulation Task Force. Initial efforts of the task force were geared toward identification of perceptions and activities related to articulation in general. A survey of two-year post-secondary institutions in 1986 clearly revealed a need for NCOE to provide leadership. In addition, 73 Percent of the responses indicated a need for clarification and standardization of articulation terminology, and 30 percent of the respondents suggested a clearinghouse for processing articulation information and model agreements. The title of the task force was changed from NCOE 2+2 Articulation Task Force to Occupational Program Articulation Task Force in October 1987.

These preliminary findings resulted in several goals being established to guide the work of the task force. These goals included definition and identification of articulation activities, evaluation of articulation efforts, and identification of model programs. The task force developed a second survey designed to provide information relative to the goals cited above. The survey was mailed to 675

two-year post-secondary institutions and 205 usable responses (30%) were received. Ninety percent (90%) of the responding institutions had a student enrollment of 5000 or higher, while ninety-two percent (92%) of those surveyed were involved in some type of articulation activity.

ARTICULATION TERMINOLOGY AND ACTIVITIES

Review of the literature, model articulation programs, and task force survey results revealed a variety of definitions and terms being used to describe articulation activities. It was noted that educators used the term "2+2 Articulation" indiscriminately to refer to many types of articulation. In an effort to standardize articulation terminology and for the purpose of this study, the most commonly used terms and their meanings are listed below:

ARTICULATION "A planned process linking two or more educational systems to help students make a smooth transition from one level or program to another without experiencing delays or duplication of learning", was the most standard definition cited in the literature reviewed by the task force. Simply put, articulation is a planned process to help students make a smooth transition from one program, course, or educational level to the next.

ADVANCED PLACEMENT "Any arrangement that enables secondary students to receive credit for or bypass courses in a post-secondary program." These programs are often referred to as "time-shortened" programs since post-secondary credit is granted for accomplishments at the secondary level. Generally, advanced placement is available to those students with high grade-point averages or high scores on placement tests. Advanced placement is also the most common and least complicated form of articulation activity because fewer

curriculum changes are required. Advanced placement or time-shortened agreements were in existence at eighty-two percent (82%) of the responding institutions.

TECH PREP

A pre-technical program that provides a broad basic background in technology in order to produce better prepared students for entry into post-secondary technical training programs. The core curriculum at the high school level usually consists of preparation in the applied sciences, mathematics, and technical writing. This type of articulation activity was reported by thirty-two percent (32%) of the respondents.

"2+2 ARTICULATION"

This is a four-year articulation plan in which the first two years are taught at the secondary level (grades 11 and 12), and the second two years are taught at the post-secondary level (grades 13 and 14). Since this is a four year program, exit points are usually built-in along the way which permit students to exit the program after grades twelve, thirteen, or fourteen with a diploma, certificate, or associate degree. Two-plus-two programs require the highest degree of involvement and the most coordination and cooperation between and among administrators, faculty members, and counselors. Thirty-seven percent of the respondents (37%) reported articulation activity in two-plus-two programs.

"2+2+2 ARTICULATION"

This is a six-year articulation plan in which the first two years are taught at the secondary level (grades 11 and 12), the second two years at the community, junior or technical college (grades 11 and 14), and the third two years at a

four-year college or university (grades 15 and 16). Students may exit this program with either a diploma, certificate, associate degree, or bachelor's degree. Although this type of articulation activity was not specifically addressed in the survey, ninety percent (90%) of the respondents reported activity in programs to help students progress from the two-year post-secondary level to the four-year post-secondary level.

REASONS FOR ARTICULATION

The reasons for entering into articulation agreements are directly related to the benefits derived from such an endeavor. It was not surprising to note that ninety-six percent (96%) of the respondents said that they established articulation agreements to improve student and program outcomes. In addition to assisting students, improving faculty cooperation (63%), and reducing costs (42%) were cited as other reasons for articulation activity. Twenty seven percent (27%) cited compliance with state regulatory requirements as a reason for negotiating agreements.

AREAS ARTICULATED

Areas and programs selected for articulation are based on such things as enrollment, responsiveness of secondary schools, mandated requirements, and local job market needs. Most institutions that responded to the survey have articulation agreements in the following vocational/technical areas:

1. Business and Office Technologies	86%
2. Engineering Technologies	59%
3. Industrial Technologies	58%
4. Health Technologies	58%

5. Scientific Technologies	24%
8. Public Service Technologies	26%

WRITTEN AGREEMENT

Formal written agreements with a provision for annual review are important for maintaining continuity of articulation activities. These agreements should be signed by the chief executive officers of both institutions entering into the agreement, and by the department heads at the program level. Most of the 205 responding institutions (90%) indicated they had formal written agreements. Of the eighteen respondents that did not have written agreements, sixteen (88%) were only partially meeting specified goals of the agreements. Additionally seventy percent (70%) did not use model programs in establishing their agreements.

ASSESSMENT OF ARTICULATION ACTIVITIES

GOALS/ STANDARDS

Less than half of the respondents (42%) were meeting the goals of their agreements, while forty-eight percent (48%) were only partially successful. Four percent (4%) indicated that they were unsuccessful, and six percent (8%) did not respond to the question.

BENEFITS

Eighty-five percent (85%) of respondents acknowledged that their articulation efforts had improved student and program outcomes. Sixty-seven percent (67%) noted an improvement in faculty cooperation, thirty-four percent (34%) reported a reduction in overall operating costs, and twelve percent (12%) had received additional funding for existing programs. Although a variety of

benefits can be derived by a successful program, articulation serves the students by saving them time and money.

Question I6 of the survey addressed the essential practices or conditions for a successful articulation program. The following common characteristics were reported as essential to a successful program and supports the findings of others:

1. Leadership and Commitment from the top	91%
2. Establish early faculty involvement	88%
3. Focus on mutual goals rather than turfmanship	87%
4. Establish written agreements	85%
5. Establish relationships based on mutual trust	77%

MODEL ARTICULATION PROGRAMS

During the course of this study the task force on occupational program articulation has collected model programs that cover each of the categories of articulation addressed in this report (advanced placement, tech-prep, 2+2, and 2+2+2). These model programs have been cataloged, and samples may be obtained by contacting one of the eight Regional Centers for Curriculum Coordination of Vocational-Technical Education. In addition, LaGuardia Community College (New York) has established The Center for High School/College Articulation, an information network for the exchange of data on high school to college articulation.

SUMMARY

Increased demands for occupational education to become more responsive to student and employer needs, a soaring high school drop out rate, (3500 students per day according to the National Center for Educational Statistics), and a pressing need for an educated and trained workforce have resulted in increased emphasis on programs to help students make a smoother transition from one course or educational level to the next. This task force study confirms that articulation is a high priority among community, junior, and technical colleges. Although the study revealed the process to be time consuming and complex, the benefits to both the institution and the students become strong selling points for participants at all levels. Barriers such as deep-seated attitudes, and protection of "turf" are being generally overcome through understanding and effective communication.

The study also revealed that those institutions with written articulation agreements have the most successful programs. The task force also found that faculty at both the secondary and post-secondary levels had developed closer working relationships as a direct result of their articulation activities.

As articulation becomes more fully institutionalized, even more significant benefits will be realized. Occupational education will gain new status, student retention and progression will be enhanced, and high school drop out rates will improve, each of which will work toward educational excellence and the development of a better trained work force.

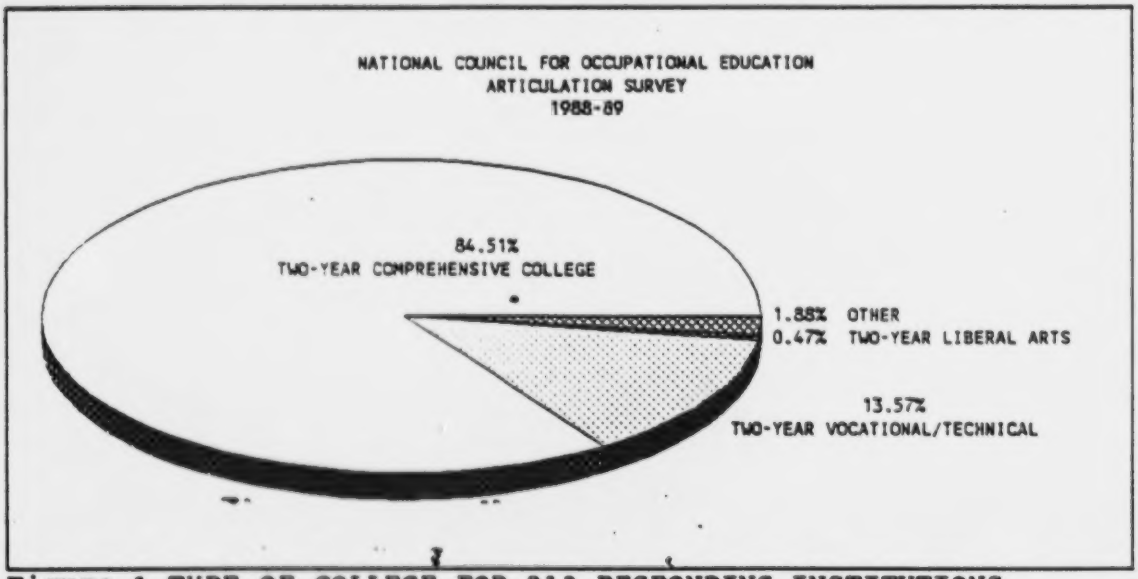

Figure 1 TYPE OF COLLEGE FOR 213 RESPONDING INSTITUTIONS

The survey was mailed to 683 two-year post secondary institutions. The survey instrument, enclosed in the monograph (last 2 pages), contained four major areas of information categories. They are:

I. General Information
II. Articulation Activities
III. Evaluation
IV. Miscellaneous

The survey was a result of a major goal by NCOE and specifically addressed the objectives of the Occupational Program Articulation Task Force.

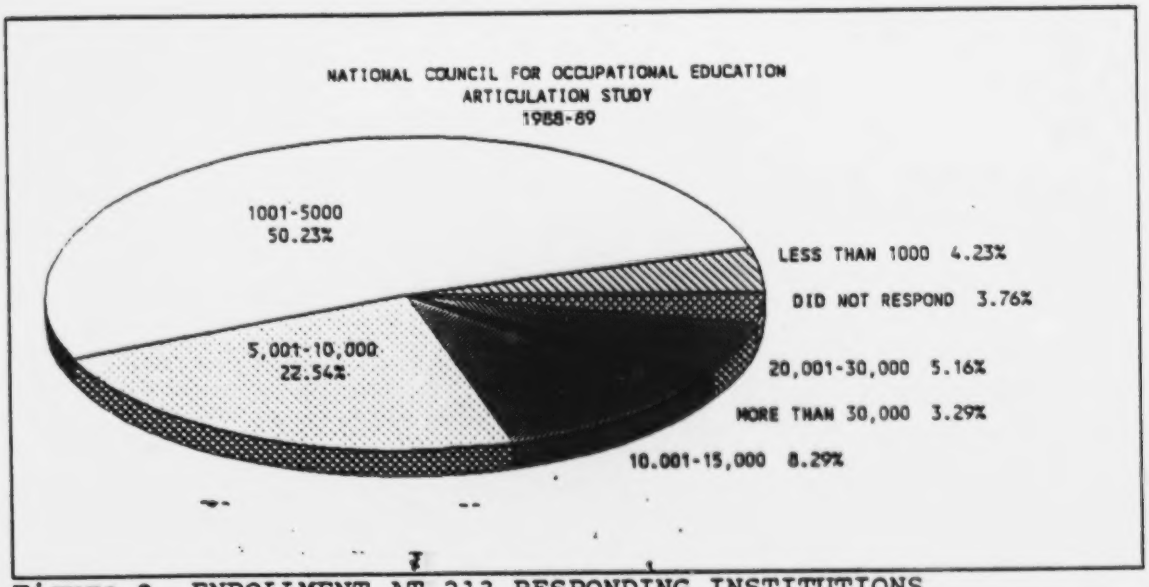

Figure 2 ENROLLMENT AT 213 RESPONDING INSTITUTIONS

The institutions responding included:

Two - Year Comprehensive Colleges	84.5%
Two - Year Vocational/Technical Colleges	13.6%
Two - Year Liberal Arts Colleges	0.5%

and represented the following enrollment categories:

<1000	4.23%
1001 - 5000	50.23%
5001 -10,000	22.54%
10,000 -15,000	8.92%
20,000 -30,000	5.16%
>30,000	3.29%

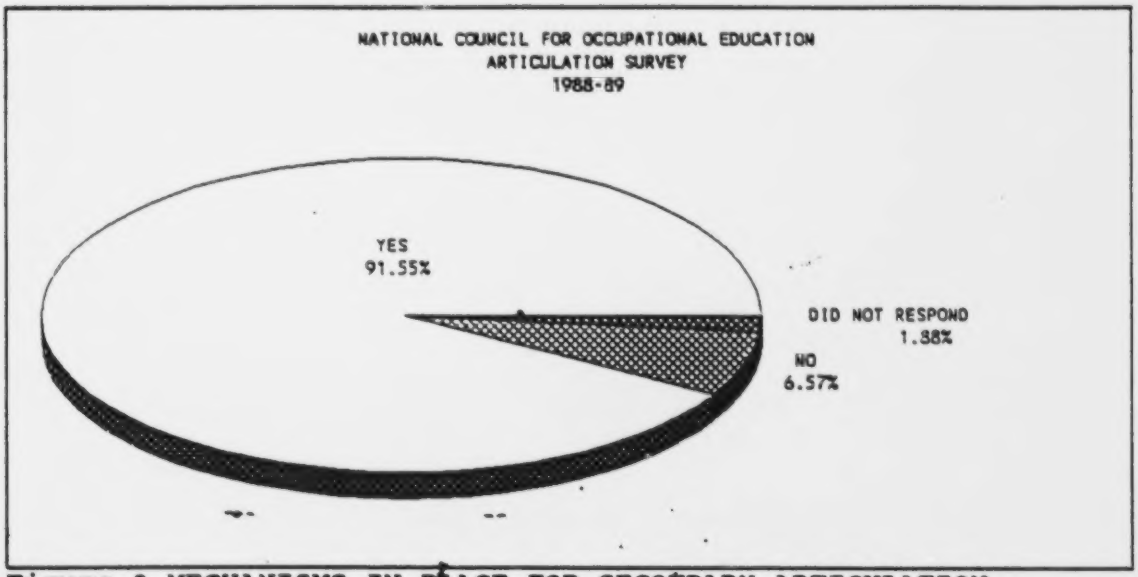

Figure 3 MECHANISMS IN PLACE FOR SECONDARY ARTICULATION

Ninety-two percent (91.55%) of the respondents were involved in some type of articulation activity with secondary schools, while ninety-three percent (93.43%) indicated they had mechanisms for articulation with four-year institutions

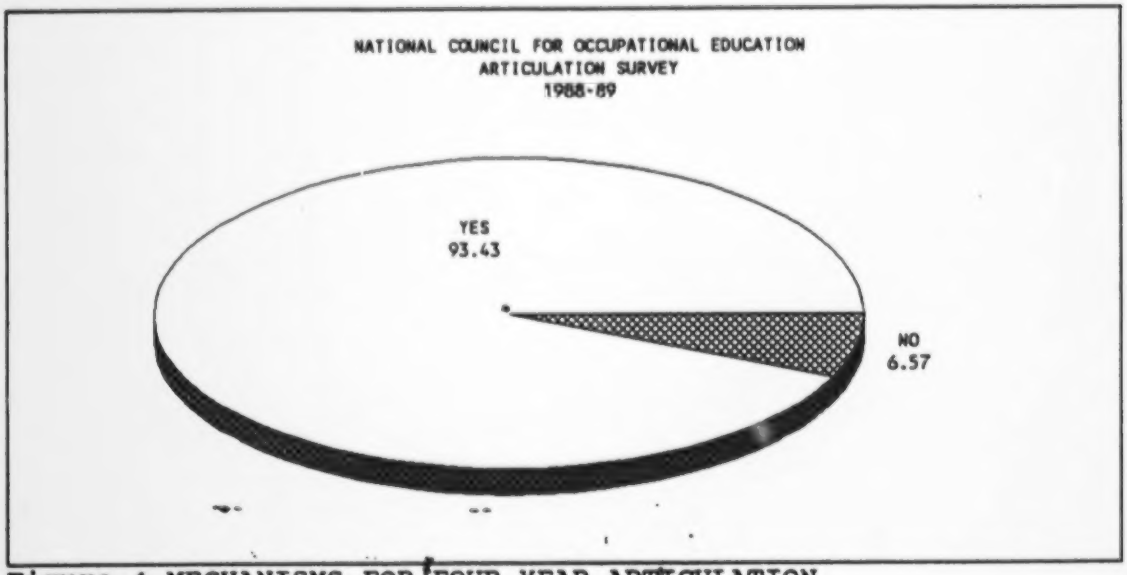

Figure 4 MECHANISMS FOR FOUR YEAR ARTICULATION

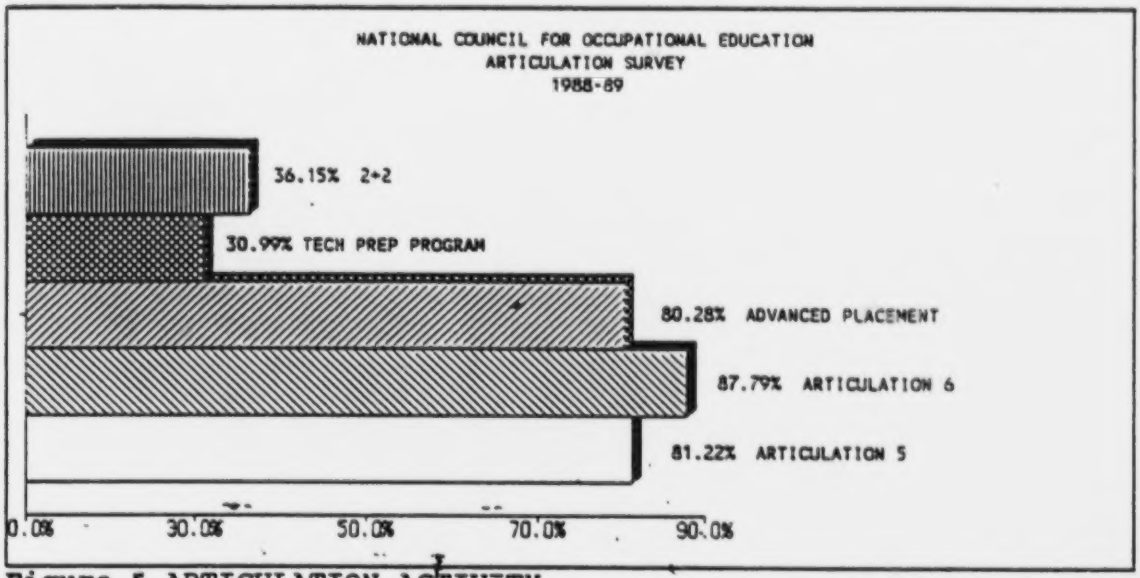

Figure 5 ARTICULATION ACTIVITY

81% indicated articulation activities which included a planned process to help students make a smooth transition from the Secondary level of occupational training programs to the two-year post secondary level without experiencing delays or duplication of learning (Articulation 5)

88% indicated articulation activities which included a planned process to help students make a smooth transition from two-year post secondary levels to the four-year post secondary level without experiencing delays or duplication of learning (Articulation 6)

80% said that they had mechanisms that enables secondary students to receive credit for or bypass courses in a post secondary program (Advanced Placement)

31% had a pre-tech program that delivers a broad basic background in technology in order to produce better prepared students for entry into post secondary technical training program (Tech Prep Program)

36% said they had 2 + 2 articulation

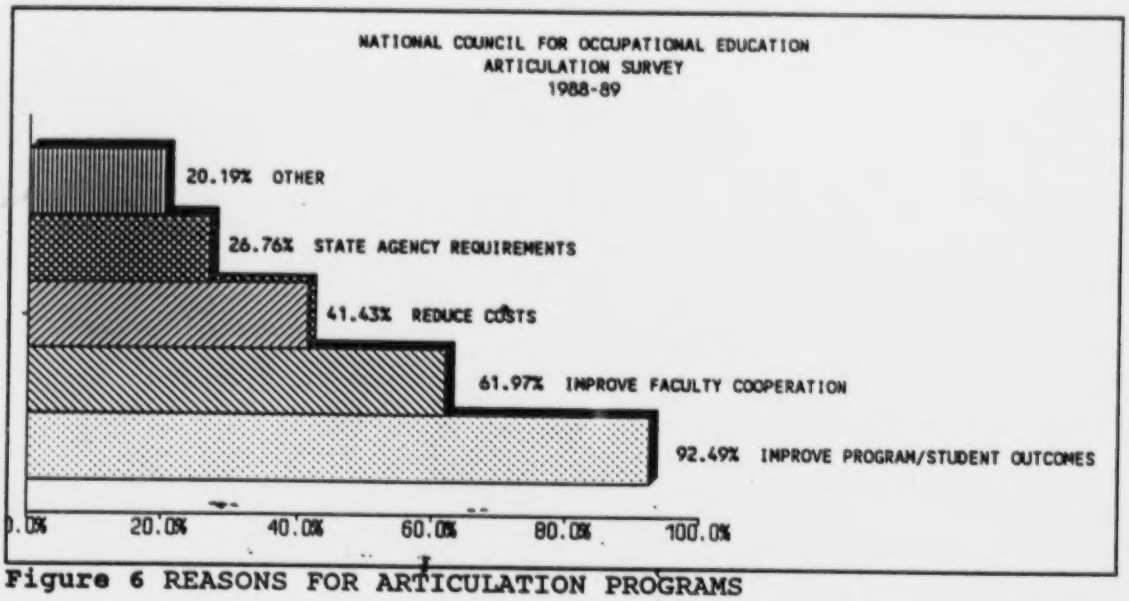

Figure 6 REASONS FOR ARTICULATION PROGRAMS

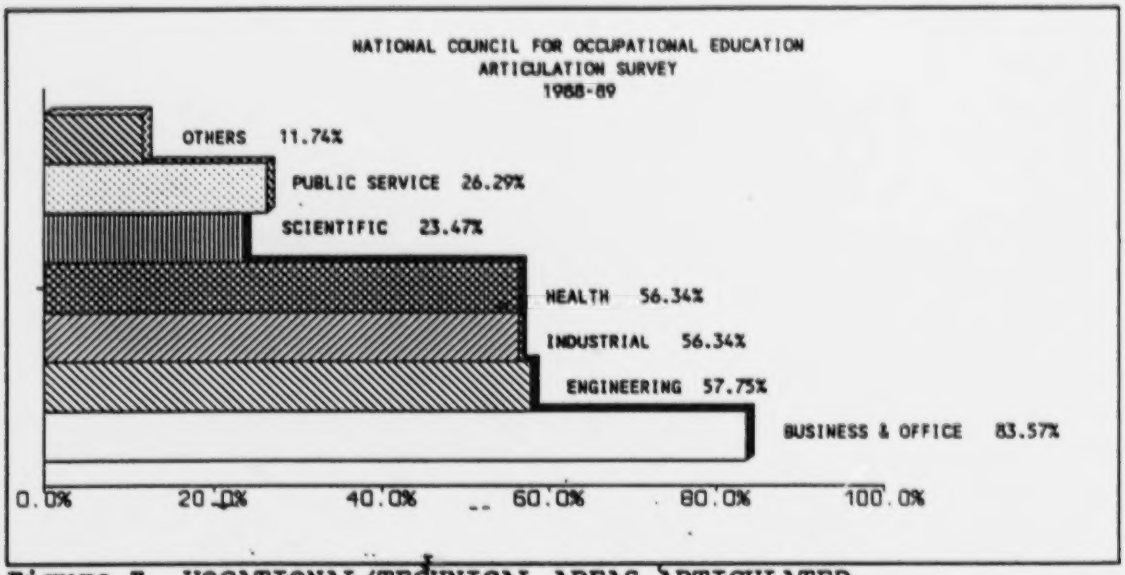

Figure 7 VOCATIONAL/TECHNICAL AREAS ARTICULATED

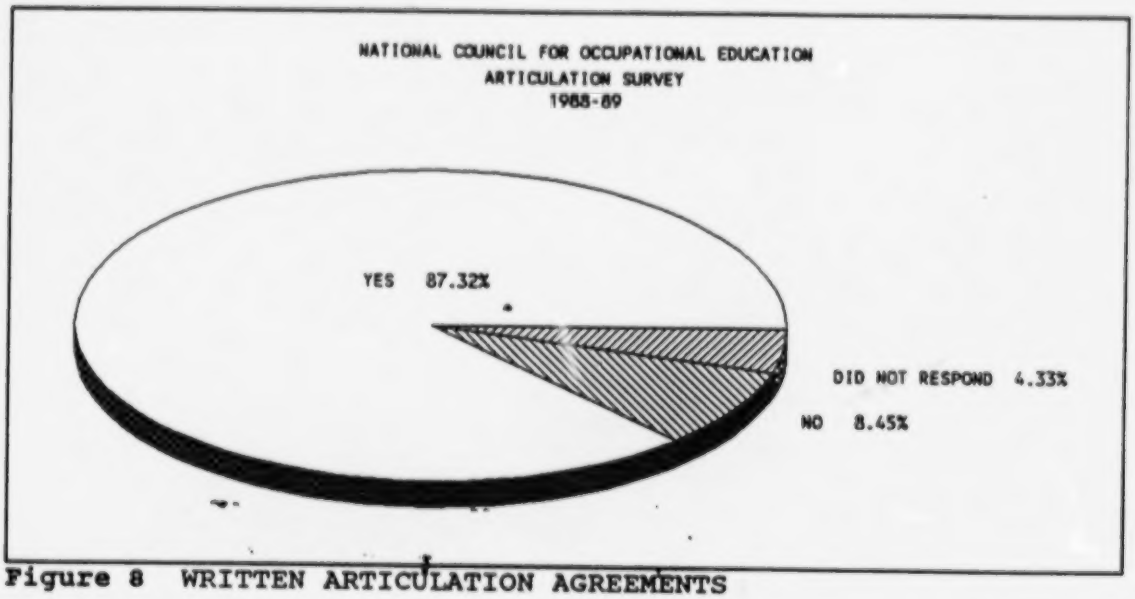

Figure 8 WRITTEN ARTICULATION AGREEMENTS

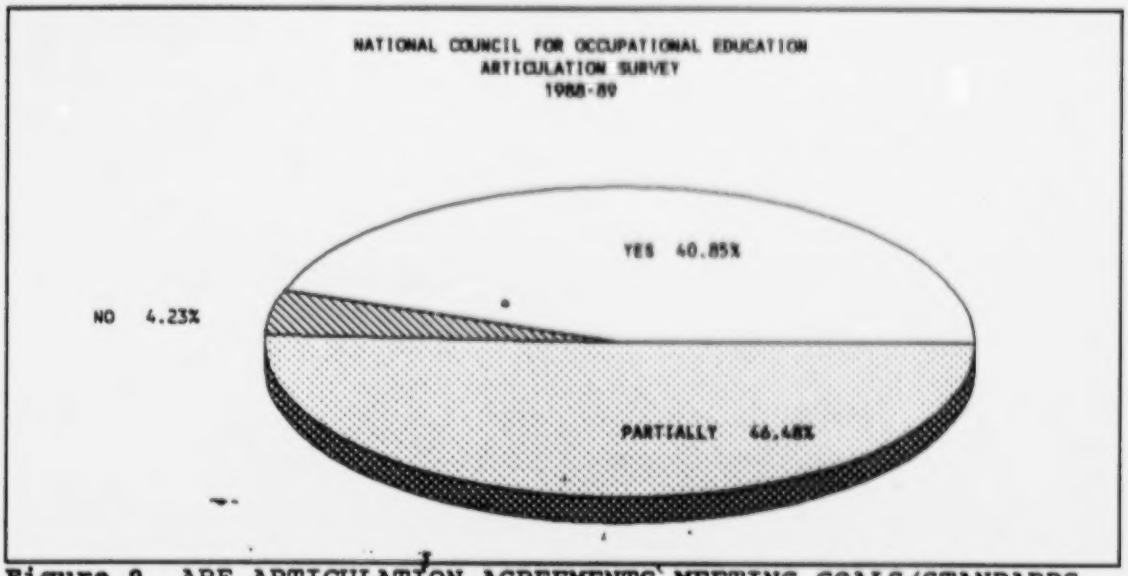

Figure 9 ARE ARTICULATION AGREEMENTS MEETING GOALS/STANDARDS

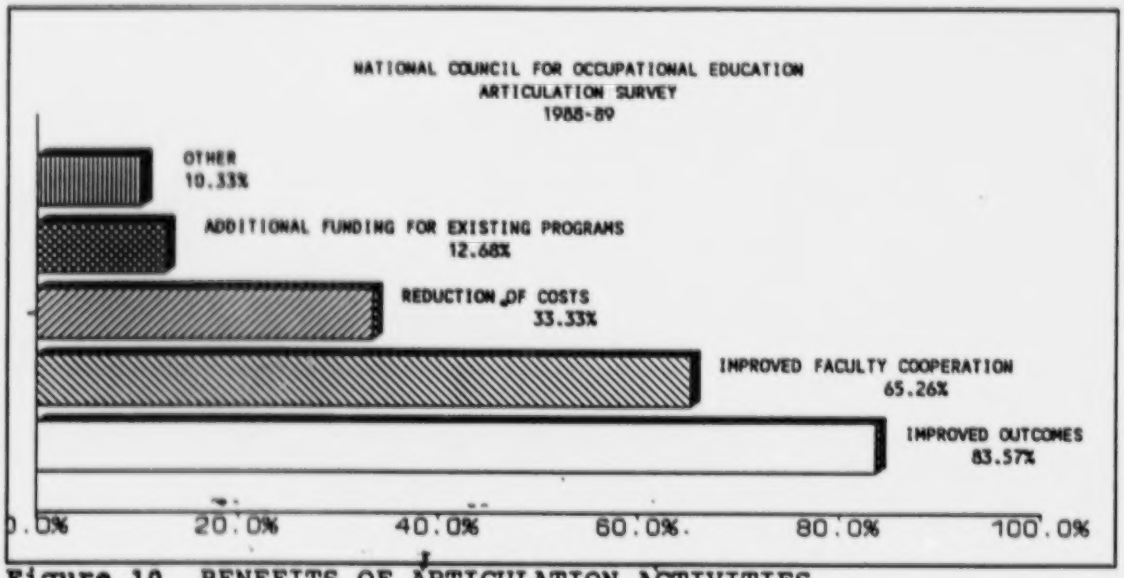

Figure 10 BENEFITS OF ARTICULATION ACTIVITIES

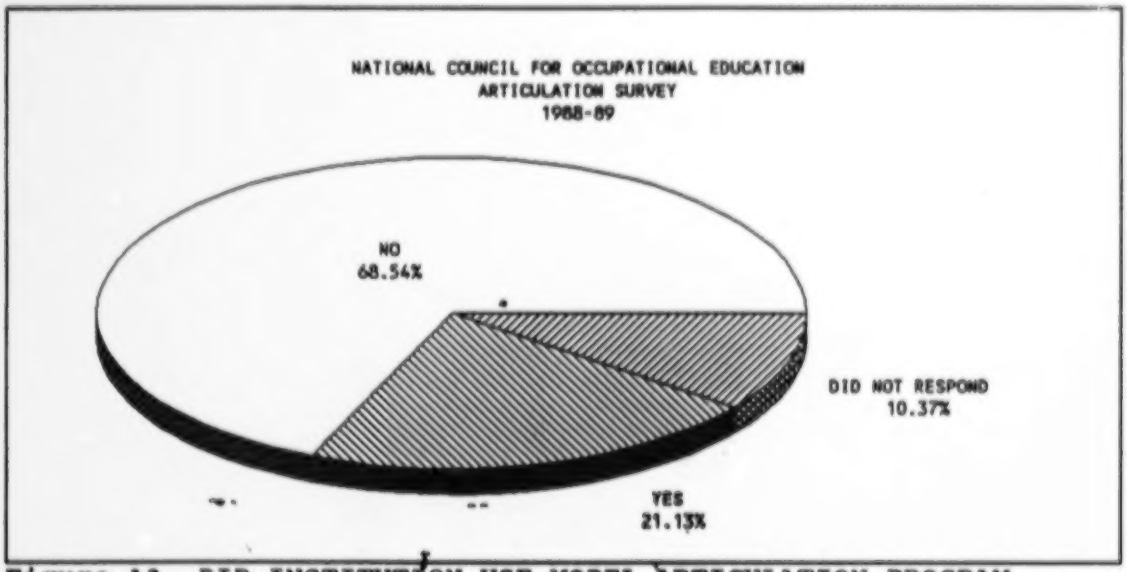

Figure 13 DID INSTITUTION USE MODEL ARTICULATION PROGRAM

THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION
ARTICULATION SURVEY SPRING 1989
SURVEYS RETURNED 213
STATES REPRESENTED 39

	TOTALS	PERCENT	RANK
TYPE OF INSTITUTION.....			
TWO-YEAR COMPREHENSIVE COLLEGE	180	84.51%	
TWO-YEAR VOCATIONAL TECH. COLLEGE	28	13.15%	
TWO-YEAR LIBERAL ARTS COLLEGE	1	0.47%	
OTHER	4	1.88%	
ENROLLMENT.....			
UNKNOWN	8	3.76%	5
<1000	9	4.23%	4
1001-5000	107	50.23%	1
5001-10,000	48	22.54%	2
10,001-15,000	19	8.92%	3
15,001-20,000	5	2.35%	8
20,001-30,000	11	5.16%	6
>30,000	7	3.29%	6
DOES YOUR INSTITUTION HAVE MECHANISMS FOR PROGRAM ARTICULATION WITH SECONDARY INSTITUTIONS?			
YES	195	91.55%	
NO	14	6.57%	
DID NOT RESPOND	4	1.88%	
DOES YOUR INSTITUTION HAVE MECHANISMS FOR PROGRAM ARTICULATION WITH FOUR-YEAR INSTITUTIONS?			
YES	199	93.43%	
NO	14	6.57%	
ARTICULATION ACTIVITY.....			
ARTICULATION 5	173	81.22%	2
ARTICULATION 6	187	87.79%	1
ADVANCED PLACEMENT	171	80.28%	3
TECH PREP PROGRAM	66	30.99%	5
2+2	77	36.15%	4
REASONS.....			
TO IMPROVE PROGRAM/STUDENT OUTCOMES	197	92.49%	1
TO IMPROVE FACULTY COOPERATION	132	61.97%	2
TO REDUCE COST	88	41.31%	3
TO COMPLY WITH STATE REGULATORY AGENCY REQUIREMENTS	57	26.76%	4
OTHER:	43	20.19%	5

THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION
ARTICULATION SURVEY SPRING 1989

SURVEYS RETURNED 213
STATES REPRESENTED 39

	TOTALS	PERCENT	RANK
VOCATIONAL/TECHNICAL AREAS ARTICULATED			
BUSINESS AND OFFICE TECHNOLOGIES	178	83.57%	1
ENGINEERING TECHNOLOGIES	123	57.75%	2
INDUSTRIAL TECHNOLOGIES	120	56.34%	3
HEALTH TECHNOLOGIES	120	56.34%	3
SCIENTIFIC TECHNOLOGIES	50	23.47%	6
PUBLIC SERVICE TECHNOLOGIES	56	26.29%	5
OTHER:	25	11.74%	7
WRITTEN ARTICULATION AGREEMENTS.....			
YES	186	87.32%	
NO	18	8.45%	
ARE ARTICULATION EFFORTS AT YOUR INST. MEETING SPECIFIED GOALS/STANDARDS?			
YES	87	40.85%	
NO	9	4.23%	
PARTIALLY	99	46.48%	
BENEFIT(S) OF ARTICULATION EFFORTS.....			
IMPROVED PROGRAM/STUDENT OUTCOMES	178	83.57%	1
IMPROVED FACULTY COOPERATION	139	65.26%	2
REDUCTION OF COSTS	71	33.33%	3
ADDITIONAL FUNDING FOR EXISTING PROGRAMS	27	12.68%	4
OTHER	22	10.33%	5
ADVICE YOU WOULD GIVE TO OTHER INSTITUTIONS IN ESTABLISHING AN ARTICULATION SYSTEM			
ESTABLISH LEADERSHIP & COMMITMENT FROM TOP LEVELS	190	89.20%	1
ESTABLISH EARLY FACULTY INVOLVEMENT	184	86.38%	2
ESTABLISH A FOCUS ON MUTUAL GOALS RATHER THAN INDIVIDUAL TURF	179	84.04%	3
ENSURE COOPERATION THROUGH WRITTEN ARTICULATION AGREEMENTS	177	83.10%	4
ESTABLISH RELATIONSHIPS BASED ON MUTUAL RESPECT AND TRUST	159	74.65%	5
OTHER	38	17.84%	6
ASSIST NCOE BY SHARING INFORMATION.....			
YES	164	77.00%	
NO	27	12.68%	

THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION
ARTICULATION SURVEY SPRING 1989

SURVEYS RETURNED 213
STATES REPRESENTED 39

	TOTALS	PERCENT	RANK
AWARE OF MODEL ARTICULATION PROGRAMS....			
YES	91	42.72%	
NO	102	47.89%	
DID YOUR INSTITUTION USE A MODEL ARTICULATION PROGRAM IN ESTABLISHING YOUR PROGRAM?			
YES	45	21.13%	
NO	146	68.54%	
WOULD YOU BE INTERESTED IN SERVING AS A MEMBER OF THE NCOE ARTICULATION TASK FORCE?			
YES	122	57.28%	
NO	58	27.23%	

REFERENCES AND ADDITIONAL RESOURCES

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Joliet, IL 60436

Norval Wellsfry
Sacramento City College
Sacramento, CA 95822

Marlene Hall
Community College of Denver
Denver, CO 80204

Alexandria Technical Institute
1601 Jefferson
Alexandria MN 56308

(612) 762-0021

TYPE OF INSTITUTION: Public two-year vocational technical college.

ENROLLMENT: 1600

FORMS OF ARTICULATION AGREEMENTS: Advanced placement, secondary to post-secondary.

REASONS FOR ARTICULATION AGREEMENTS: Improve program/student outcomes; Improve faculty cooperation; Comply with state regulatory guidelines.

AREAS ARTICULATED: Business and office technologies; industrial technologies.

WRITTEN AGREEMENT: Yes

NUMBER OF STUDENTS PARTICIPATING: 51

BENEFITS OF ARTICULATION EFFORTS: Improved program/student outcomes; improved faculty cooperation.

USED A MODEL TO DEVELOP AGREEMENT: No

Alpena Community College
666 Johnson St
Alpena MI 49707

(517) 356-9021

TYPE OF INSTITUTION: Public two-year comprehensive college.

ENROLLMENT: 2400

FORMS OF ARTICULATION AGREEMENTS: Advanced placement, Tech prep, 2+2, and 2+2+2.

REASONS FOR ARTICULATION AGREEMENTS: Improve program/student outcomes; improve faculty cooperation; reduce costs.

AREAS ARTICULATED: Business and office technologies; Engineering technologies; Industrial technologies; Scientific technologies.

WRITTEN AGREEMENT: Yes

NUMBER OF STUDENTS PARTICIPATING: 440

BENEFITS 0F ARTICULATION EFFORTS: Improved student outcomes; additional funding; reduced costs; improved faculty cooperation.

USED A MODEL TO DEVELOP AGREEMENT: Yes

THE NATIONAL COUNCIL FOR OCCUPATIONAL EDUCATION

Directions: The National Council for Occupational Education (NCOE) Task Force on Occupational Program Articulation is gathering information from post secondary institutions about vocational/technical articulation activities. You can help by **taking a few minutes to complete and return the survey in the enclosed pre-stamped and addressed envelope.**
Thank you for helping us to better serve you.

Section I. General Information

Name and Address of Institution:

Telephone: ( )

Name & Title of Person Completing Survey:

Name & Title of Contact Person:

1. Type of Institution: [Please check (✓) the appropriate box]
   - ☐ A. Two-Year comprehensive college
   - ☐ B. Two-Year vocational technical college
   - ☐ C. Two-Year liberal arts college
   - ☐ D. Other _____

2. Enrollment of institution: (Please give the most recent Fall, credit, unduplicated headcount of institution) _____

3. Does your institution have mechanisms for program articulation with secondary institutions? (Various types of articulation are defined in the next section of the survey.)
   ☐ Yes ☐ No

4. Does your institution have mechanisms for program articulation with four-year institutions?
   ☐ Yes ☐ No

Section II. Articulation Activities

Directions: Check (✓) the box of each articulation activity which occurs at your institution.

5. ☐ **Articulation:**
   A planned process linking two or more educational systems to help students make a smooth transition from **the secondary** level of occupational training programs to the **two-year post secondary** level without experiencing delays or duplication of learning.

6. ☐ **Articulation:**
   A planned process linking two or more educational systems to help students make a smooth transition from the **two-year post secondary** to the **four-year post secondary** level without experiencing delays or duplication of learning.

7. ☐ **Advanced Placement:**
   Any arrangement that enables secondary students to receive credit for or bypass courses in a post secondary program.

8. ☐ **Tech Prep Program:**
   A post secondary pre-tech program that delivers a broad basic background in technology in order to produce better prepared students for entry into technical training programs.

9. ☐ **2 + 2:**
   Articulation of occupational technical curricula in grades 13 and 14 that streamlines occupational program fundamentals in order to make room in the two-year post secondary curricula to teach more advanced technical skills.

10. Check (✓) the reason(s) why your institution established articulation activities:
    - ☐ A. To improve program/student outcomes
    - ☐ B. To improve faculty cooperation across levels
    - ☐ C. To reduce costs through shared resources
    - ☐ D. To comply with state regulatory agency requirements.
    - ☐ E. Other: _____

11. Check (✓) vocational/technical areas articulated at your institution.
    - ☐ A. Business and office technologies
    - ☐ B. Engineering technologies
    - ☐ C. Industrial technologies
    - ☐ D. Health technologies
    - ☐ E. Scientific technologies
    - ☐ F. Public Service technologies
    - ☐ G. Other _____

12. Does your institution have written articulation agreements?
    ☐ Yes ☐ No

13. Fill in the number of students in articulation programs. (Use the latest unduplicated, semester headcount.)
    Post Secondary Students
    Secondary Students

Section III. Evaluation

14. Are articulation efforts at your institution meeting specified goals/standards?
    ☐ Yes ☐ No ☐ Partially

15. Check (✓) the benefit(s) of articulation efforts at your institution:
    - ☐ A. Improved program/student outcomes
    - ☐ B. Additional funding for existing programs
    - ☐ C. Reduction of costs through shared resources
    - ☐ D. Improved faculty cooperation across levels
    - ☐ E. Other: _____

16. Check (✓) advice you would give to other institutions in establishing an articulation system.
    - ☐ A. Establish leadership and commitment from top levels
    - ☐ B. Establish early faculty involvement
    - ☐ C. Establish relationships based on mutual respect and trust
    - ☐ D. Ensure cooperation through written articulation agreements
    - ☐ E. Establish a focus on mutual goals rather than individual turf
    - ☐ F. Other: _____

Section IV. Miscellaneous

17. Would you be willing to assist NCOE by sharing information from your institution to identify national model articulation programs?
☐ Yes ☐ No

18. Are you aware of model articulation programs?
☐ Yes ☐ No

19. Did your institution use a model articulation program in establishing your program?
☐ Yes ☐ No

20. Would you be interested in serving as a member of the NCOE Articulation Task Force?
☐ Yes ☐ No

How can NCOE assist your institution in articulation efforts?

THANK YOU FOR YOUR TIME AND COOPERATION!

If you have questions, please contact one of the Task Force Co-Chairmen:

Bill Parrish
Community College of the Air Force
(205) 293-7937

Raul Ramirez
El Paso Community College
(915) 534-4039

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ARTICULATION SURVEY

September 1, 1988

Dear Chief Academic Officer:

The National Council for Occupational Education (NCOE), an affiliate of AACJC, is gathering information on articulation activities. The result of this survey will be used to obtain current data on the state of articulation activities among secondary and post secondary institutions. The study will also provide articulation process information such as the identification of model programs and an articulation resource library. These resources can be used by your institution and others in planning and implementing articulation processes.

Thank you for your participation in this survey.

Sincerely yours,

Raymond A. Pietak
President
National Council for Occupational Education

City Colleges of Chicago
226 W. Jackson Blvd
Chicago, Illinois
60606-6997

ERIC Clearinghouse for
Junior Colleges

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